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ABSTRACT

This newsletter consists of two parts, the first dealing with issues common to many European countries, and the second with reports from twelve individual countries. Ten of the fourteen articles are written in English and the remainder in French. The first section consists of reports on two conferences of European educational administrators. Among the reports from countries belonging to the Council of Europe are brief articles on the passage or implementation of educational legislation in Austria, Denmark, France, Norway, and Sweden. Debate concerning the future of education is reported from Cyprus, West Germany, and Switzerland. Issues related to post-secondary education form the subjects of reports from Belgium, France, Netherlands, Sweden, and the United Kingdom. Other issues discussed include the comprehensive school (Finland), a surplus of teachers (West Germany), changes in educational administration (Sweden and United Kingdom), and the changing role of public libraries (United Kingdom). (SD)

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NEWS-LETTER
FAITS NOUVEAUX

SEP 23 1975

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Editor : The Director of Education and of Cultural and Scientific Affairs
Editeur : Le Directeur de l'Enseignement et des Affaires Culturelles et Scientifiques

Strasbourg

CONFERENCE PERMANENTE DES MINISTRES EUROPEENS DE L'EDUCATION

La neuvième session de la Conférence s'est tenue à Stockholm du 10 au 12 juin 1975, à l'invitation du gouvernement suédois. M. Bertil ZACHRISSON, Ministre suédois de l'éducation, a présidé la Conférence dont M. Georg KAHN-ACKERMANN, Secrétaire général du Conseil de l'Europe, était le Secrétaire.

Les 21 Etats qui coopèrent dans le cadre de la Convention culturelle du Conseil de l'Europe ont participé à cette session. Des observateurs représentant le Portugal, la Yougoslavie, l'UNESCO, l'OCDE, les Communautés européennes, le Conseil de l'Europe et le Conseil des Ministres nordiques ont suivi les débats auxquels avaient été invités également l'Australie, le Canada, les Etats-Unis, le Japon et la Nouvelle Zélande.

Les trois principales résolutions adoptées par la Conférence sont reproduites ci-dessous.

La prochaine session de la Conférence des Ministres européens de l'Education se tiendra en mai 1977, en Turquie. Elle aura pour thème principal : "L'école dans ses rapports avec la communauté".

RECURRENT EDUCATION

Resolution No. 1.

The European Ministers of Education, at the Ninth Session of the Standing Conference,

RECALLING their Resolutions adopted in Brussels in 1971 and in Berne in 1973, whereby the first endorsed the principle of recurrence in post-secondary studies and recognized the need for re-distributing educational opportunities throughout life in accordance with the concept of permanent education,

BELIEVING that recurrent education should lead to greater freedom and responsibility for each citizen in making the decisions which affect his or her education and working life, and also to a greater measure of educational and social equity,

NOTING that the principle of recurrence already operates to some extent in the education systems of member countries, but as yet insufficiently to realise the potential benefits which a fully functioning and flexible system of recurrent education could provide,

HAVING CONSIDERED the analytical reports of OECD and the Council of Europe, the country reports and statements, and the discussion paper prepared by the Committee of Senior Officials,

ADOPT THE FOLLOWING STATEMENT :

I. Recurrent education as a concept of public policy

The basic purpose of recurrent education is to give the individual the opportunity to decide on his or her own personal future development. It aims to counteract the inequalities of present educational systems and to distribute educational opportunities over the lifespan of the individual.

Recurrent education may be regarded as a strategy for the long-term planning of education, primarily for the post-compulsory sector but with repercussions on other areas of educational provision. Its objectives however entail the progressive implementation of short- and medium-term measures. It forms an indispensable part of broader socio-economic and cultural policies for translating the

concept of permanent education into practice.

Recurrent education has implications for the organisation of work and leisure, and requires a close co-ordination between education, social, cultural and economic policies. It also means co-ordinating the various sectors of educational provision - formal and informal, vocational and non-vocational - which are often today insufficiently interrelated.

II. Action in member countries

With the above aims and considerations in mind, the Ministers resolve to give active encouragement to the following lines of action in their respective countries :

- providing education for the 16-19 age group which prepares both for further periods of study as well as for entry into working life in the immediate or near future ;

- adapting other post-compulsory education to meet the needs and interests of individuals with widely different experience ;

- re-casting the rules of admission to higher education so that work experience is more widely taken into account as a basis of qualifications for entry ;

- re-designing on a modular basis extended programmes of post-compulsory education and training, so that qualifications can be obtained in different ways and at different times through recurrent periods of study.

III. Areas of common concern

Recurrent education will necessarily develop in different ways in different countries. The Ministers note that, according to national circumstance, the following forms of action may usefully be envisaged :

A. Ensuring a greater measure of educational and social equity

- the provision of adequate means of financial and social support for the individual, incorporating the principle of positive discrimination ;

- the introduction of active policies to reach the socially and educationally disadvantaged and to encourage them to benefit from educational provision ;

- the introduction of new methods and technologies, and policies for distributing and locating educational facilities, so as to reach outlying communities.

B. Co-ordinating policies for education, social welfare and employment

- the introduction of arrangements for the co-ordination of education, social welfare and employment policies and for consultation between social partners ;

- the further development of measures which give the individual the right to take paid educational leave.

C. Re-deploying educational opportunities and resources

- the establishment of the right and the opportunity of the individual to resume education in later life, and also of the role of the public authorities in securing the effective exercise of this right ;

- the development of a coherent system of financing youth and adult education, and the establishment of a proper balance between the two.

IV. Future international co-operation

A. The Ministers resolve that national arrangements for the implementation of recurrent education should be studied and planned wherever possible in the light of the collective experience of member countries.

B. The Ministers note the complementary nature of the work carried out by OECD and the Council of Europe in this field, as illustrated by their contribution to the Conference. They would welcome further exploratory work based on the conclusions contained in the OECD report, and on the Council of Europe's project for the concerted evaluation of practical innovations, with a view to the further refinement of policy concepts in co-operation with all interested parties. They look forward to the continuation and strengthening of the projects and activities which have formed the basis of the two analytical reports.

MIGRANT EDUCATION

Resolution No. 2.

The Ministers of Education,

RECALLING that at their Seventh Session (Brussels 1971) they agreed to convene at Strasbourg an ad hoc Conference at which attention would be given to problems relating to the education and training of migrants, both adults and adolescents, and to the schooling of migrants' children.

NOTING that this Conference took place, under the joint auspices of the Council of Europe and of the Standing Conference of European Ministers of Education, from 5 to 8 November 1974, under the title 'Ad hoc Conference on the Education of Migrants'.

NOTING FURTHER that this Conference was attended by representatives of eighteen of the States signatory to the Cultural Convention of the Council of Europe, and of Portugal ; by observers from the International Labour Office, UNESCO, OECD, the European Communities and the Intergovernmental Committee for European Migration ; and by the Special Representative for migrant questions of the Council of Europe, in addition to a representative of the Council of Europe's Parliamentary Assembly,

I. THANK the Council of Europe for its able and efficient organisation of the Conference, as well as all those associated with its preparation and conduct ;

II. COMMEND to member Governments the conclusions and recommendations of the ad hoc Conference, which reflect a conviction that the time has come to move on from analysis and appraisal to the widespread application of practical measures on behalf of migrants and their families, beginning in particular with bilateral initiatives ;

III. RECOMMEND therefore that, to the greatest extent possible, member Governments initiate and/or promote practical arrangements designed to achieve the following aims :

(a) guaranteeing and/or promoting access to education and equality of opportunity ;

(b) giving migrants and their children, through the necessary incentives, an opportunity to acquire an adequate knowledge of the language and culture of both the host country and the country of origin with a view to developing their personalities ; and providing them with such

forms of general and technical training, including permanent education facilities, as they need for satisfactory adjustment to and integration in the new environment, while retaining opportunities for re-integration in the country of origin ;

(c) making provision in the field of general education and vocational training for the benefit of the children of migrants at all age levels, including such measures as :

- the creation of 'reception' and 'special' classes to facilitate integration in the new social environment,
- the supply of text-books free of charge in the same way as for local children,
- the award of grants or scholarships for secondary, tertiary and vocational education, in the same way as for local children,
- in the interests of pupils, the general use of a standard school career record,
- the training of teachers, educators and 'animateurs',
- the mutual acceptance of certificates issued at the different levels of compulsory education,
- the promotion of participation by parents in school activities ;

(d) officially recognising and encouraging the contribution of the private sector (e.g. industry and recognised voluntary service organisations). To avoid dispersal of resources and effort, action should be co-ordinated at national level, for instance by setting up joint committees of representatives from responsible bodies working on behalf of migrants and their families ;

(e) making adequate resources available for research into and experimentation with methods of :

- promoting the linguistic education of migrants and their families (in particular through a a study of optimum periods for assimilating the language and culture of the country of origin) as well as their vocational and general education,
- helping them to adapt to the new social environment in which they find themselves,
- improving the supply of information to them.

Such research and experimentation, as well as the dissemination of the findings, should be made the subject of international co-operation.

THE MINISTERS RECOGNIZE that the role of the competent international organisations active in this field is of considerable and growing significance. In addition to their general tasks of informing and stimulating national efforts - and, where appropriate, co-ordinating such efforts - they have in several cases been asked to initiate specific action programmes. If such programmes, which should be more fully co-ordinated, were to be expanded, the organisations concerned should be provided with the necessary resources.

THEY REQUEST the international organisations to include in their reports to the Tenth Session an analysis of measures taken as a result of this resolution.

THE MINISTERS ALSO RECOGNIZE that many of the problems raised by the education of migrants and their children cannot and should not be dissociated from their economic and social context. They note that the ad hoc Conference laid stress, amongst other things, on the need gradually to reduce the period during which the families of migrants are separated and to provide them with access to subsidized housing and

social security benefits. They agree to draw the attention of their government colleagues responsible for such measures to the importance of these considerations.

INTERNATIONAL EDUCATIONAL CO-OPERATION

Resolution No. 3.

The European Ministers of Education, at the Ninth Session of the Standing Conference,

BEARING IN MIND the functions and working methods of the Standing Conference, as defined in Brussels Resolution No. 3 (1971),

RECALLING their affirmation in this Resolution of the autonomy of the Standing Conference,

STRESSING the need to promote the most effective use of the total resources devoted to multilateral educational co-operation, in the general interest of all its member countries,

ADOPT THE FOLLOWING STATEMENT :

I. The Ministers thank UNESCO, OECD, the Council of Europe and the European Communities for their contributions to the progress report on international educational co-operation. They particularly thank the Nordic Council of Ministers for contributing to this report for the first time, and they take note with especial interest of the far-reaching concept of co-operation as defined in the Agreement on Nordic cultural co-operation. They would welcome the preparation of a similar report for the Tenth Session.

The Ministers note with satisfaction the examples of growing inter-organisational collaboration mentioned in the introductory chapter of the progress report. They look forward to further developments in this direction, especially in regard to the planning of future activities. They invite the international organisations to pay particular attention to this aspect of their programmes in their reports to future Sessions of the Standing Conference.

II. While appreciating the advantages of having a plurality of frameworks for European educational co-operation, the Ministers are also aware of the risks of duplication of effort and dispersal of resources. To obviate these risks, they consider it essential :

- that each organisation should make its own distinctive contribution to the total pattern of multilateral co-operation, in accordance with its characteristic aims, constitution and working methods ;

- that proper arrangements are made to ensure that the educational programmes of the organisations are genuinely complementary ;

- that there is adequate co-ordination of policies within national administrations towards international educational activities.

Further developments along these lines would help towards a more effective concentration of effort and functional specialization.

III. Pursuant to Brussels Resolution No. 3 (1971), the Ministers consider that, at the present juncture, the following aspects of the role and operation of the Standing Conference should be emphasized :

- to define political priorities for European educational action and co-operation ;

- to provide a forum for reflexion, dialogue and exchange of views on fundamental educational issues of common concern.

IV. In addition to the lines of action indicated in their Resolutions on recurrent education and on the education of migrant workers and their families, the Ministers identify the following priority areas for European action and co-operation :

- pre-school and primary education
- the school in its relations with the community
- lower secondary education
- attitudes to the study of science and technology.

V. The Ministers accept with pleasure the invitation of the Turkish Minister to hold the Tenth Session of the Standing Conference in his country in May 1977. The theme will be : "The school in its relations with the community".

The Ministers also accept with pleasure the invitation of the Minister of Education for the Netherlands to hold the Eleventh Session in his country in June 1979, this being the twentieth anniversary of their first meeting in The Hague.

The Ministers decide to convene in Strasbourg at the earliest convenient opportunity an ad hoc Conference on the subject of attitudes to the study of science and technology.

VI. The Ministers instruct the Committee of Senior Officials :

- to make preparations for the Tenth Session, in consultation with the international organisations ;
- to develop more effective procedures for the organisation and conduct of their debates ;
- to make arrangements for an ad hoc conference, in collaboration with the Council of Europe and other interested organisations, on the subject of attitudes to the study of science and technology.

37.014.256 (4) Document CME/HF (75) 12

CLASH AT CONFERENCE OF EUROPEAN RECTORS

Moves to set up an all-European Association of Universities collapsed in Vienna in mid-June at the Conference of European Rectors after several delegations voted against what they saw as wrecking tactics by the Soviet Union, and the French, Italian and Yugoslav representatives after ten hours of often heated debate walked out of the meeting.

The vice-chancellors attending the Vienna meeting were called to approve far-reaching changes in the organisation's constitution which had been agreed after long negotiation between the CRE executive and Soviet Union academics. Talks on the new constitution originated after a resolution passed at the UNESCO Conference of European Ministers of Education in Bucharest in 1973. The resolution called for the establishment of an Association of European Universities based on the existing structures without however specifically mentioning CRE in the text. But between the end of the negotiations and the Vienna Conference the Soviet Union raised new demands which would have meant playing down, in the amended constitution, reference to the previous existence and the work of CRE. Furthermore at the meeting it became evident that the majority

of participants was unwilling to tolerate the omission from the proposed revised statutes of mention of the role of the university as a vehicle of "freedom of research and teaching".

Founded in the early 1950s after a British/Benelux initiative, CRE has always placed great emphasis on the non-political aspect of the university and the importance of maintaining academic autonomy. The aim of the organisation, which has at present 336 members, is the furthering of co-operation amongst universities. Whilst maintaining close and friendly relations with the educational organisations of Western Europe, with UNESCO and the International Association of Universities, CRE also used to invite vice-chancellors of the leading universities of the socialist countries as guests and counted among its members some universities and university rectors from Yugoslavia and Poland and also from Hungary and Rumania.

Now the future of CRE lies in the balance: the Soviet Union may decide to go ahead and set up a rival organisation, and some members may withdraw from CRE, regardless of other developments, to join the new organisation.

378.113.1 : 001.83 (4) The Times Higher Education Supplement, 13/VI/75

PART TWO/DEUXIEME PARTIE

AUSTRIA : HIGHER EDUCATION REFORM ENACTED

While students demonstrated for a more radical reform and professors went on strike for a less radical one, Parliament passed the Higher Education Organisation Act in mid-April. The vote was carried with the slender majority of the Socialist Party over the opposition, the Liberal and Christian Democratic Parties. The Parliamentary debate highlighted once more the issues at stake (see also News-Letter 3/72 and 5/73).

The opposition parties emphasized that education policy can only be successful if based on a broad consensus of all concerned and regretted that the socialists had never been willing to compromise on their concept of higher education reform. This concept of the socialists, the opposition parties argued, was directed against the neutral "bourgeois" university led by the professorial bodies. The socialist concept aimed at turning the university into a political institution, the spearhead of socialist reform.

The socialists replied that it was at present impossible to reach a consensus on the reform. There were the vociferous, the professors who rejected the reform and the students who were divided on it, on the one hand, and the silent on the other, the assistants, lecturers and other intermediate staff who did not give voice to their interests. What was needed was decision, not compromise. Their main concern, the socialists emphasized, was to drag the university out of the ivory tower of ever more narrowly specializing disciplines: the university's task was to reflect critically on society's complex problems, and it could no longer be allowed to live in traditional academe.

Another main issue was the reform of university governance. The Act stipulates that all academic bodies - the senate, the faculty boards, and the "institute assembly" - must be composed of representatives of the professors, the intermediate staff and the students. In the senate and the faculty boards the intermediate staff and the students have together as many representatives as the professors, and only in the assembly of the institute, the smallest unit of teaching and research, have the three groups equal representation and equal voting power. However, in no case can the professors alone muster the majority, and this holds true also of the numerous committees which the Act prescribes and which deal each with a specific task such as study course content and examinations, planning of the draft budget, personnel matters, recruitment of staff. The opposition feared that this experiment in participatory democracy would lead to the

same chaotic situation which prevails in many German universities and which has considerably lowered their academic standard.

Finally, the third main issue at stake was the age-old problem of academic autonomy versus state control. The Act provides for the university rector, who must be a professor, to be elected for a two-year tenure which may be prolonged for another two years. It thereby rejects the independent university president elected for a longer period as is the case in the USA or in most German Länder. The whole field of university administration will now come under a "university director" directly responsible to the Education Ministry. Furthermore, the Act stipulates that if any of the academic bodies or committees cannot reach a majority decision because of a stalemate caused by conflicting views or interests, the matter automatically comes under the Ministry's competence for final settlement. The opposition warned against making the university, which has to deal with training and research for tomorrow, dependent on the whims of the government of the day.

Thus a university reform has come into being which does not seem to satisfy anyone, neither radicals, moderates or conservatives. The issues on which Parliament took sides will remain to the fore. The spokesmen of the professors have already announced that they will bring the matter before the Constitutional Court, claiming that the Act violates the constitutionally guaranteed right to freedom of teaching and research. Furthermore, it will take some time to implement the law : although it enters into force with the new academic year 1975/76, the first elections of rectors and deans, in accordance with the stipulations of the Act, cannot be held before 1977/78.

378 ; 37.014.3 (436)

Informationsdienst für Bildung und Forschung,
15/IV ; 1/V/1975 ; v.M.

BELGIQUE : FINANCEMENT DES UNIVERSITES

Un projet de loi sur le financement des universités préparé par les deux ministres responsables, MM. HUMBLET et DE CROO, a été approuvé par le Conseil des Ministres fin mai et soumis d'urgence au Sénat. Il est néanmoins invraisemblable que le projet qui a déjà suscité maintes controverses soit voté par les deux Chambres avant les vacances.

Le projet tend à modifier fondamentalement la loi de 1971 sur le financement des universités. Il entraînera des économies considérables dès 1979 dans le budget de l'Etat dont les dépenses pour les universités s'élèvent actuellement à environ 14 milliards de FB (1.000 FB = 115,3 FF). Les subventions accordées aux universités étant en principe déterminées d'après le nombre des étudiants, le projet introduit de nouveaux chiffres "plafond". Ainsi, pour chacune des grandes universités, on a fixé le nombre "plafond" à 9.000 étudiants, chiffre au-delà duquel les subventions accordées par l'Etat deviennent dégressives. Pour les universités moyennes et pour les "petits" centres régionaux, on a également déterminé de tels chiffres afin de rationaliser la croissance des effectifs et encourager les différents centres à collaborer et non plus à disperser leurs efforts.

En matière de personnel, les droits acquis seront respectés mais le projet introduit un "cadre d'extinction". Il n'y aura donc pas, provisoirement, de licenciements, mais à l'avenir le recrutement du personnel sera limité.

Les étudiants étrangers - à l'exception des boursiers de la coopération et des accords culturels ainsi que des réfugiés politiques - devront désormais payer, pour obtenir le droit d'inscription, un montant égal à 50% au moins du coût forfaitaire par étudiant fixé pour l'année budgétaire précédente. Ce coût varie actuellement, d'après les universités en question, entre 112.000 FB et 250.000 FB. Le ministre Humblet a souligné que cette mesure ne présente aucun relent de xénophobie : 82% à 85% de la population actuelle des étudiants étrangers ne seront pas touchés. Le projet ne vise que les étudiants en provenance des pays industrialisés,

ceci pour éviter à la Belgique de devenir le réceptacle d'étudiants refoulés de chez eux par les procédures de numérus clausus.

La publication du projet a immédiatement provoqué de vives hostilités dans les milieux concernés. Le Comité de contact des corps enseignants universitaires qui groupe les professeurs de toutes les universités belges, francophones et flamandes, a déclaré que le projet marque un recul par rapport aux engagements pris par le gouvernement et le parlement en 1971. Le Comité exige surtout que les moyens financiers mis à la disposition des universités ne soient pas diminués et que la recherche scientifique universitaire soit à l'avenir dotée d'un statut et de moyens appropriés, problèmes majeurs que l'actuel projet renvoit à une législation ultérieure.

378 : 37.014.543 (493) Le Soir, juin 1975 ; M.B.

CYPRUS : THE SURVIVAL OF THE EDUCATION SYSTEM

The problems of education in the 60% of Cyprus that is not occupied by Turkish troops are primarily those of survival, of keeping the system going until the political issue of the island's future is settled.

The very fact that the education system has survived, and is now able to provide daily lessons to every child of school age, is something of a miracle. It is a tribute both to the teachers - the vast majority of whom have remained on the island - and to Dr. Andreas MIKELLIDES, the distinguished psychiatrist who was drafted into the job of Minister of Education after the coup and the subsequent Turkish invasion last summer.

Since August 1974 some 42% of the Greek Cypriot primary school population - 25,000 out of 62,000 - have lost their schools and are living with their families as refugees in the south (either in camps or, more often, with relatives or friends). The proportion is higher for the secondary stage - 44%, or 15,000 pupils out of 36,000.

It is the physically and socially handicapped who have suffered the most. More than half the special education institutions are now occupied by Turkish troops, including the school for the deaf and the school for young offenders.

According to Dr. Mikellides, about 40% of children are now being taught on a two-shift system which has been adopted to deal with overcrowding in schools in the unoccupied zone. Overcrowding is particularly acute in the Larnaca area where the refugees are mostly concentrated.

The present crisis has held up the programme to extend free education to the whole of the secondary sector. In 1972-73 fees (which can cost around £100 a year) were abolished in Grade 1, and Grade 2 was made free in the following year. The plan to make Grade 3 free during 1974-75 has had to be postponed.

One of the paradoxes of the emergency is that it has led in some areas to innovation that may bear fruit in better times. There are several thousand Greek Cypriot children still living in the occupied areas, particularly in the Karpas peninsula. To reach them, Dr. Mikellides and his officials are planning lessons by television - mathematics and Greek being the main subjects - and this may be the precursor of a future educational broadcasting system for Cyprus.

One of the biggest problems that had to be faced in the months after the invasion was the loss of school equipment. Apart from that left in the abandoned schools, the Ministry of Education's central store in Nicosia, containing all the books, stationery and teaching aids ready for distribution to schools during the present school year, was bombed by Turkish planes last August.

Cyprus schools have received much aid from Greece, both financially and in parcels of equipment and

clothing, and 140 schools have been adopted by schools in Greece. The Scandinavian countries and the Federal Republic of Germany are now contributing prefabricated buildings.

Primary and secondary education for most of the Turkish Cypriots who comprise 18% of the population, has been separated from the system controlled by the central government since the ethnic divisions of the early 1960s. Despite the realization now by many in the Greek community that the government could have done more to prevent these divisions developing so tragically it will be a long time before a unified education system can be envisaged in Cyprus, whatever results the current international negotiations achieve.

37.014 (064.3) The Times Educational Supplement, 13/VI/75 ; v.M.

DENMARK : FOLKESKOLE REFORM BILL AT LAST ENACTED

In June, parliament finally adopted a bill reforming the folkeskole, the basic nine- to ten-year school, changes of government having caused earlier reform attempts to be shelved (cf. News-Letter 1/74). The new act can be attributed principally to the efforts of two women - Ritt BJERREGAARD, the present Minister of Education and member of the Social Democrat Party, and Tove NIELSEN, her predecessor and member of the Liberal Party.

Since the early 1970s there has been discussion of a reform of the folkeskole (cf. News-Letter 5/71). Dissatisfaction was felt with the examination system, and criticism of the quality of the teaching of Danish had in particular been voiced. When Mrs. Bjerregaard first assumed responsibility for education matters in September 1973, she put forward the reform plans of her predecessor Mr. K. HEINESEN, but the defeat of the government in the following December prevented the reform from progressing beyond the project stage. Miss Nielsen, who became Minister of Education at the end of 1973, preferred to work for a modification of existing legislation dating from 1958 rather than for a radical reform, but she in turn was removed from office in the elections of January 1975 which saw Mrs. Bjerregaard back in charge of education.

As a member of a minority government Mrs. Bjerregaard accepted the need for broad parliamentary support if any progress was to be made, and the bill she put before parliament was based on a compromise between Social Democrat and Liberal Party proposals.

Both the Social Democrats and the Liberals favoured a common basic school, but whereas the former wanted a policy of non-streaming, the Liberals favoured streaming in the higher classes (in years eight to ten for mathematics, English and German, and in years nine and ten in physics and chemistry). In the act the Liberal Party view has been retained, but schools which so desire may be granted permission to give non-streamed instruction in the above-mentioned subjects.

As for examinations, the Social Democrats were against them, wanting school leaving certificates merely to list the subjects studied by the pupil. The act, however, incorporates the Liberal policy whereby pupils can sit examinations in mathematics, English, German and physics/chemistry at the end of year nine and the school leaving certificate (Folkskolens afgangsprøve) at the end of year ten in the same subjects or in a broader range if desired. The act also provides for examinations as from year eight in practical subjects such as typewriting and handicraft. Students leaving school at the end of year seven will receive a written report. Grades will be given to pupils only from year eight onwards ; the Liberals had wanted grading to start from year seven.

English is maintained as the compulsory foreign language, with German (formerly compulsory) and French being optional. No mention is made in the act of the agreement reached by the political parties as regards the teaching of Danish (two more hours per week) and religious instruction. These will be the subject of special instructions to be issued by the Ministry of Education. Directives will also be issued concerning the curricula of the various folkeskole classes.

The act will enter into force on August 1st 1976. In the meantime, it is the intention of the Ministry of Education to undertake a campaign to ensure that the new reform is fully understood by all concerned.

373.3 : 37.014.3(489)

Weekendavisen 13/VI/75 ; 20/VI/75 ; Le monde de l'éducation, Juin-juillet 1975 ; BBP

FINLAND : MODIFICATIONS TO THE COMPREHENSIVE SCHOOL

The comprehensive school is being modified in two respects : a reduction in the subjects offered and the introduction of a school council system.

Measures aimed at saving £6m from the annual cost of the nine-year comprehensive school have been announced by the government. From the coming autumn term optional subjects will disappear in year seve, and the minimum size of teaching groups for optional subjects in years eight and nine will be doubled to 16 pupils. In future, only one foreign language will be allowed in the senior forms on an optional basis (English being compulsory). Hitherto schools could teach as optional subjects either French, German or Russian or any combination of them. There will be just one course comprising three weekly periods devoted to the second compulsory language (normally Swedish) instead of the present short and long courses of one and a half and four and a half hours respectively.

The overall length o[redacted]l working week will be cut from 28 periods to 26 in years five and six, and from 32 to 30 hig[redacted]work, metalwork and engineering will be lumped together in one subject, and commerce, bo[redacted]d typing into another. It is estimated that commercial/office subjects may lose between 50% and [redacted]eir total classroom time, and technical subjects nearly a third.

Financial constraint has not, however, cut short progress in other areas, in particular towards school democracy. Plans are ready for extending the school council system, at present operating at the upper secondary level, to the nine-year comprehensive school.

In schools currently catering for years one to six (7-14 age-group), of the eight councillors five would be parents, with teachers electing one representative and pupils two. The head teacher would act as the council's secretary and, like the pupil members, would have no voting rights. In schools offering the full nine-year range, parents and senior pupils would hold three or four seats each.

At the upper secondary level school councils have been operating since early 1973. They comprise equal numbers of pupils and teachers, parents having no voice on them.

The new comprehensive school councils, which have been tried out with varying degrees of success in selected areas, would wield roughly the same powers as their upper secondary counterparts. They would participate in drawing up teaching plans, develop internal co-operation and links with home, issue school rules, promote pupils' welfare and decide disciplinary punishments for minor offences. Expulsions would remain the responsibility of the local school board.

373.553(480)

The Times Educational Supplement, 25/IV; 9/V/75 ; B.B.P.

FRANCE : ADOPTION DU PROJET DE LOI RELATIF A L'EDUCATION

Le projet de loi relatif à l'Education présenté par M. HABY, ministre de l'Education, a été adopté fin juin par l'Assemblée nationale puis par le Sénat après discussion et divers amendements. C'est un texte très

général, de nature exclusivement pédagogique et qui ne retient que les objectifs et les caractéristiques essentielles du système éducatif envisagé pour "le dernier quart du XXe siècle". Le Ministre prévoit qu'il faudra encore toute la prochaine année scolaire pour mettre au point, après consultation et concertation avec les enseignants, les parents et les élèves, les décrets d'application. Ainsi, a précisé M. Haby, la première mise en oeuvre de la loi n'apparaîtra qu'à la rentrée de 1977, simultanément pour les classes de seconde (5e année de l'enseignement secondaire), de sixième (1ère année de l'enseignement secondaire) et pour la première année de l'école élémentaire.

Le texte adopté, que nous reproduisons ci-après, comporte un certain nombre de modifications par rapport à l'avant-projet de loi.

Art. 1 - Tout enfant a droit à une formation scolaire qui complète l'action éducative de sa famille.

Cette formation scolaire est obligatoire, entre six et seize ans.

Elle favorise l'épanouissement de l'enfant, lui permet d'acquérir une culture, le prépare à la vie professionnelle et à l'exercice de ses responsabilités d'homme et de citoyen. Elle est le point de départ de l'éducation permanente. Les familles sont associées à l'accomplissement de ces missions.

Pour favoriser l'égalité des chances, des dispositions appropriées rendent possible l'accès de tous aux différents types ou niveaux de la formation scolaire.

Ces dispositions assurent la gratuité de l'enseignement durant la période de scolarité obligatoire.

L'Etat garantit le respect de la personnalité de l'enfant et de l'action éducative des familles.

T i t r e p r e m i e r : L ' e n s e i g n e m e n t

Art. 2 - Les classes enfantines ou maternelles sont ouvertes en milieu rural et urbain aux enfants qui n'ont pas atteint l'âge de la scolarité obligatoire. L'Etat affecte le personnel enseignant nécessaire au bon fonctionnement de ces classes.

Sans rendre obligatoire l'apprentissage précoce de la lecture ou de l'écriture, la formation qui y est dispensée favorise l'éveil de la personnalité des enfants. Elle tend à prévenir les difficultés scolaires, à dépister les handicaps et à compenser les inégalités.

Art. 3 - La formation primaire est donnée dans les écoles suivant un programme unique réparti sur cinq niveaux successifs ; la période initiale peut être organisée sur une durée variable.

La formation primaire assure l'acquisition des instruments fondamentaux de la connaissance : lecture expression orale et écrite, calcul, musique ; elle suscite le développement de l'intelligence, de la sensibilité artistique, des aptitudes manuelles, physiques et sportives. Elle participe à l'éducation morale, civique et patriotique.

Art. 4 - Tous les enfants reçoivent dans les collèges une formation secondaire. Celle-ci prolonge sans discontinuité la formation acquise à l'école, et leur assure des bases culturelles accordées à la société de leur temps. Elle repose sur un équilibre des disciplines intellectuelles, artistiques, manuelles, physiques et permet de révéler les aptitudes et les goûts. Elle doit pouvoir constituer le support de formations générales ou professionnelles ultérieures, que celles-ci la suivent immédiatement ou qu'elles soient données dans le cadre de l'éducation permanente.

Les collèges dispensent un enseignement commun, réparti sur quatre niveaux successifs. Les deux derniers peuvent comporter aussi des enseignements complémentaires préparant éventuellement à une formation professionnelle et pouvant, en ce cas, comporter des stages suivis et contrôlés par l'Etat, auprès de

professionnels agréés. La scolarité correspondant à ces deux derniers niveaux peut être accomplie dans des classes préparatoires rattachées à un établissement de formation professionnelle.

Art. 5 - La formation secondaire peut être prolongée dans les lycées en associant, dans des proportions et à des niveaux différents, une formation générale et une formation spécialisée. Elle est sanctionnée :

- soit par des diplômes attestant une qualification professionnelle, qui conduisent éventuellement à une formation supérieure ;

- soit par le diplôme de bachelier de l'enseignement secondaire, qui peut comporter l'attestation d'une qualification professionnelle.

L'examen du baccalauréat comporte :

- la vérification d'un niveau de culture définie par les enseignements des deux premières années des lycées ;

- le contrôle de connaissances spécialisées dans des enseignements suivis par l'élève en dernière année. Ce contrôle est effectué indépendamment dans chacun de ces enseignements.

Art. 6 - L'Etat assure ou encourage des actions d'adaptation professionnelle au profit des élèves qui cessent leurs études sans avoir suivi d'enseignement professionnel.

Art. 7 - Dans les écoles et les collèges, des aménagements particuliers et des actions de soutien sont prévus au profit des élèves qui éprouvent des difficultés. Lorsque celles-ci sont graves et permanentes, les élèves reçoivent un enseignement adapté.

Art. 8 - L'organisation et le contenu des formations sont définis par des décrets et des arrêtés du Ministre de l'éducation. Ceux-ci précisent la marge d'autonomie dont disposent les écoles, les collèges et les lycées dans le domaine pédagogique.

Art. 9 - Les décisions d'orientation sont préparées par une observation continue de l'élève. Elles sont prises pour chacun d'eux, à partir des voeux exprimés par la famille ou par lui-même s'il est majeur ; elles tiennent compte de ses dispositions personnelles et des voies dans lesquelles il peut s'engager. Il est prévu une procédure d'appel.

Art. 10 - Durant la scolarité, l'appréciation des résultats s'exerce par un contrôle continu assuré par les enseignants.

Art. 11 - L'Etat sanctionne par des diplômes nationaux les formations secondaires.

Sous réserve des dispositions de l'article 146 du Code de l'enseignement technique, les jurys sont composés de membres des personnels enseignants de l'Etat.

En vue de la délivrance des diplômes, il peut être tenu compte soit des résultats du contrôle continu, soit des résultats d'examens terminaux, soit de la combinaison des deux types de résultats.

Les diplômes peuvent être obtenus sous forme d'unités de valeurs capitalisables.

Art. 11 bis - Un enseignement des langues et cultures régionales peut être dispensé tout au long de la scolarité.

Titre II : La vie scolaire

Art. 12 - Dans chaque école, collège ou lycée, les personnels, les parents d'élèves et les élèves forment une

communauté scolaire. Chacun doit contribuer à son bon fonctionnement dans le respect des personnes et des opinions.

Des relations d'information mutuelle sont établies entre les enseignants et chacune des familles des élèves, au moins jusqu'à la majorité de ces derniers.

Art. 13 - Un directeur doit veiller à la bonne marche de chaque école ; il assure la coordination nécessaire entre les maîtres. Les parents d'élèves élisent leurs représentants qui constituent un comité des parents, réuni périodiquement par le directeur de l'école, en présence du représentant de la collectivité locale intéressée.

Art. 14 - Les collèges et les lycées sont dirigés par un chef d'établissement. Celui-ci est assisté par un conseil d'établissement qui réunit notamment les représentants élus des membres de la communauté scolaire et des collectivités locales intéressées.

Art. 15 - La vie de la communauté scolaire est régie par des dispositions générales fixées par voie réglementaire ; elle obéit, en outre, à des dispositions particulières adaptées aux conditions locales. Chacun des membres de cette communauté a le devoir de les respecter.

Art. 15 bis - L'architecture scolaire a une fonction éducative. Elle est un élément indispensable de la pédagogie.

Titre III : Dispositions particulières et transitoires

Art. 16 - Des dérogations aux dispositions de la présente loi peuvent être apportées pour la réalisation d'une expérience pédagogique et pour une durée limitée à la conduite de celle-ci, dans des conditions définies par décret.

Art. 17 - Des décrets préciseront les modalités d'application de la présente loi et fixeront les conditions dans lesquelles elle entrera progressivement en application.

Le Gouvernement déposera chaque année devant le Parlement, avant le 1er juin, un rapport sur l'application de la présente loi et des lois qui la compléteront. Ce rapport devra comporter les observations présentées par les conseils de l'éducation sur les textes d'application dont ils ont à connaître.

Art. 18 - Sous réserve de la compétence attribuée aux assemblées ou conseils élus dans les Territoires d'Outre-Mer, les dispositions de la présente loi pourront être rendues applicables en tout ou partie aux Territoires d'Outre-Mer par des décrets en Conseil d'Etat comportant les adaptations rendues nécessaires par l'organisation particulière de ces territoires.

Art. 19 - Les dispositions de la présente loi, relatives à l'enseignement, sont applicables simultanément à l'enseignement public et, dans le respect des principes définis par la loi n° 59-1557 du 31 décembre 1959 modifiée par la loi n° 71-400 du 1er juin 1971, à l'enseignement privé sous contrat.

Art. 20 - Un décret en Conseil d'Etat fixera dans quelles conditions les dispositions de la présente loi pourront, en tout ou partie, être appliquées aux établissements français d'enseignement à l'étranger, compte tenu de leur situation particulière et des accords conclus avec les Etats étrangers.

FRANCE : LA POLITIQUE DU SECRETARIAT D'ETAT AUX UNIVERSITES

Monsieur J.P. SOISSON, Secrétaire d'Etat aux universités, a présenté début juillet, au cours d'une conférence de presse, le bilan de son action après un an de fonctions. Celle-ci a connu quelques difficultés : l'organisation définitive des diplômes universitaires du second cycle, qui aurait dû entrer en application à partir de la rentrée 1975, n'est pas encore connue ; la mise au point du statut des enseignants des universités, qui aurait dû être prête à la fin de cette année universitaire, a été repoussée à la rentrée, puis à l'année prochaine ; la création de grandes régions universitaires, annoncée au début de 1975, a été provisoirement mise en sommeil et enfin, la réforme de l'aide aux étudiants a été ramenée à des proportions plus modestes. Toutefois, le Secrétaire d'Etat s'est efforcé de rassembler les premières mesures prises et les résultats obtenus.

Dans le domaine de la concertation et de la participation, M. Soisson a créé auprès de son secrétariat une conférence des associations étudiantes. Présidée par le Secrétaire d'Etat aux universités, ou son représentant, cette conférence des associations étudiantes peut être consultée sur toute question relative au fonctionnement des établissements d'enseignement, aux formations universitaires et aux conditions de vie des étudiants. Les principales dispositions concernant le fonctionnement de cette association sont les suivantes :

- le Secrétaire d'Etat aux universités nomme les membres de la conférence sur proposition des associations d'étudiants ; chaque association représentée dispose de deux sièges ;

- la durée du mandat des membres de la conférence est de deux ans et ceux-ci doivent avoir la qualité d'étudiant ;

- le Secrétaire d'Etat aux universités réunit la conférence et arrête l'ordre du jour de ses travaux. La conférence ne peut se réunir hors de la présence du Secrétaire d'Etat ou de son représentant. Les séances ne sont pas publiques ;

- il n'est procédé à aucun vote au cours des débats.

Au cours de sa conférence de presse, M. Soisson a, d'autre part, exposé certains de ses projets pour 1975.

ACCES A L'UNIVERSITE : QUATRE "PORTES D'ENTREE"

Bien que la réglementation définitive ne puisse être fixée avant la réforme du baccalauréat préparée par le Ministre de l'éducation, M. Soisson a précisé le système retenu pour l'accès à l'université. Quatre "portes d'entrée" sont prévues, correspondant respectivement à : sciences et santé (médecine et pharmacie) ; sciences économiques ; droit et sciences humaines ; lettres et arts. L'accès de chacune serait donné par deux options seulement sur les quatre que comporterait le baccalauréat, afin d'avoir le système "le plus simple et le plus souple possible". D'autre part, "si une université attache une importance particulière à telle ou telle formation, ou décide de la situer à un niveau scientifique déterminé, elle doit pouvoir subordonner l'accès à cette formation à des conditions plus exigeantes". Mais elle ne pourrait le faire pour l'ensemble des formations : tout bachelier pourrait donc entrer à l'université.

Pour faciliter l'accès de non bacheliers à l'université, un arrêté modifiera l'organisation de l'"examen spécial" qui leur est destiné : l'expérience professionnelle des candidats sera prise en compte, les épreuves seront diversifiées en fonction de l'orientation des candidats au lieu de constituer un "mini-bac". D'autre part, des universités pourront, par convention avec le Secrétariat d'Etat, remplacer cet examen par des cycles préparatoires sanctionnés par un contrôle continu ; d'autres pourront réorganiser certaines formations afin de les ouvrir directement aux non-bacheliers.

DEUXIEME CYCLE : TOUTES LES LICENCES EN TROIS ANS

Après avoir envisagé de faire de la licence le diplôme de fin de premier cycle, puis celui de fin de deuxième cycle, M. Soisson a décidé de la laisser à sa place actuelle en lettres et en sciences. En droit et en sciences

économiques, la licence sera aussi obtenue après trois ans d'études, au lieu de quatre. M. Soisson souhaite que les études de second cycle comprennent à la fois une formation scientifique et une préparation professionnelle ou "pré-professionnelle" : il a demandé à la conférence des présidents d'université de faire des propositions pour la rentrée, qui seraient examinées par le Conseil national de l'enseignement supérieur et de la recherche, afin que l'organisation "définitive" des enseignements de second cycle puisse être publiée à l'automne et entrer en vigueur à la rentrée 1976.

D'autre part, M. Soisson a obtenu du gouvernement que l'administration fasse désormais appel en priorité aux universités pour former ses cadres ou mener les recherches dont elle a besoin, au lieu de créer directement des établissements ad hoc. Les centres de formation des professeurs de l'enseignement secondaire ou des conseillers d'orientation seront organisés par contrat entre l'administration et des universités, comme les centres de préparation à l'administration générale ou de formation des personnels communaux.

STATUT DES ENSEIGNANTS : OUVRIR SUR L'"EXTERIEUR"

M. Soisson a confirmé que des discussions commenceraient à l'automne avec les organisations syndicales pour la préparation d'un statut des enseignants des universités, comportant deux corps de titulaires : les "maîtres" et les professeurs. Les négociations porteront notamment sur le niveau exigé à l'entrée du futur corps des "maîtres", mais aussi sur les obligations de service des enseignants. "Je souhaite que le service intègre non seulement la fonction pédagogique et la fonction de recherche, a déclaré le Secrétaire d'Etat, mais aussi une ouverture vers l'extérieur. Il est bon que les universitaires puissent vivre des expériences personnelles dans les entreprises ou l'administration active... le futur statut devra favoriser ces expériences." M. Soisson envisage de modifier aussi les règles de fonctionnement du comité consultatif des universités afin que les tâches pédagogiques ou administratives des enseignants, ou leurs travaux à l'étranger, soient pris en compte pour leur avancement.

378.37.014 (44)

Le Monde, 20/VI/1975 ; 3/VII/1975
Bulletin officiel du 12/VI/1975 ; C.P.

FRANCE : EQUIPEMENT DES LYCEES ET COLLEGES EN MATERIEL AUDIO - VISUEL

Afin de réduire les disparités régionales dans le domaine audio-visuel, le Ministère de l'éducation vient de fixer, dans une circulaire parue fin mai au Bulletin officiel, l'équipement "moyen" en appareils audio-visuels dans chaque établissement du second degré :

Appareils	Equipement moyen pour un établissement de 600 élèves	Equipement moyen pour un établissement de 600 à 1000 élèves	Equipement moyen pour un établissement de plus de 1000 élèves
Rétroprojecteurs.....	3	4	5
Projecteurs de diapositives	5	7	10
Projecteurs 16 mm cinéma	1	1	2
Projecteurs cinéma 8 mm ou super 8 mm.....	3 dont 1 S 8 sonore	4 dont 1 S 8 sonore	5 dont 1 S 8 sonore
Electrophones.....	2	4	5

Appareils	Equipement moyen pour un établissement de 600 élèves	Equipement moyen pour un établissement de 600 à 1000 élèves	Equipement moyen pour un établissement de plus de 1000 élèves
Magnétophones :			
- à bandes.....	2	4	12
- à cassettes.....	2	3	5
T.V.	3	4	5
Radio.....	2	2	3

"Il s'agit uniquement d'indications quantitatives moyennes qui peuvent être modulées suivant les besoins spécifiques des établissements", précise le texte.

L'acquisition d'appareils et de documents audio-visuels devra se faire sur les crédits globaux accordés chaque année aux établissements pour leur équipement scolaire. D'autre part, des stages et journées d'information sur les moyens audio-visuels seront organisés pour les enseignants et les documentalistes, tant au niveau national que régional.

371.68 : 373.5 (44) Le Monde, 3/VI/1975 ; C.P.

FRANCE : LE CHOMAGE DES JEUNES - PROBLEME SANS REMEDE ?

Le chômage est devenu l'un des problèmes majeurs du pays et les premières victimes sont les jeunes. Un chômeur sur deux, en France, est âgé de moins de vingt-cinq ans : trois cent cinquante mille demandes d'emploi non satisfaites en provenance des jeunes, dont cent vingt mille n'ont aucun diplôme, estime le Ministère du travail en mars 1975. La presse, d'autre part, parlait d'un demi-million de jeunes chômeurs. Ces chiffres sont à rapprocher d'autres, fournis par l'INSEE : 25,2 % des jeunes de seize à dix-neuf ans n'ont aucun diplôme (le quart des jeunes).

Il ne s'agit donc pas uniquement d'un phénomène conjoncturel, mais d'une question de fond touchant aux structures mêmes de l'enseignement.

Que s'est-il passé, en effet, avec la prolongation de la scolarité obligatoire de quatorze à seize ans ? Au lieu de prévoir pour les élèves en difficulté - ceux pour qui l'échec a commencé au cours préparatoire (20 % de redoublements) - une formation concrète, adaptée à leur situation socio-familiale, à leur psychologie, on a multiplié les classes-garderies, qu'elles s'appellent "fin d'études", "transition", "pratiques", "pré-professionnelles".

Malgré la bonne volonté d'un grand nombre d'enseignants, il était évident que le remède n'était en rien adapté au mal. Complètement rétifs au système scolaire, dégoûtés de la classe et des "profs", ces adolescents n'ont qu'une hâte : en sortir. Mais à la sortie, c'est un gouffre. D'autant plus profond que la plupart ne sont pas prêts à accepter n'importe quel travail.

Dans l'immédiat, pour ces jeunes, se pose donc un problème de moyens. Il faudrait leur donner, avec des méthodes appropriées (qui tiennent compte en particulier de leur rejet de l'école et de leurs difficultés avec les adultes), une formation pré-professionnelle qui leur permette de choisir un métier.

En ce qui concerne les jeunes chômeurs diplômés, il serait nécessaire d'élargir les formations professionnelles afin d'éviter que nombre d'entre eux, sortant du système scolaire avec une qualification donnée et n'obtenant pas de travail dans leur branche, ne se trouvent condamnés soit à des emplois de qualification inférieure, soit à une reconversion professionnelle avant même d'avoir travaillé.

Un autre phénomène explique les difficultés d'emploi des jeunes : la dégradation continue de la "valeur marchande" des diplômes de formation générale. Que "vaut" aujourd'hui un licencié en droit ou en lettres ? Que peut-on faire avec un baccalauréat ? On assiste à un glissement vers le bas : le titulaire d'une licence, ne trouvant pas d'emploi de cadre, doit se contenter de travaux de documentation ou de bureau accessibles hier encore aux bacheliers ; du coup, ces derniers doivent se rabattre sur des emplois encore inférieurs dans le tertiaire.

Cette situation n'est-elle pas la conséquence de l'augmentation importante de ceux qui accèdent aux formations longues ? Refuser toute forme de numerus clausus, c'est aussi admettre que le niveau de formation et le statut professionnel ne pourront plus correspondre comme auparavant.

Les 13,5 % de jeunes chômeurs qui ont un niveau de formation supérieur au C.A.P. et ceux (50 %) qui ont un niveau égal ou proche de ce diplôme, pourraient sans doute, dans une autre conjoncture, obtenir un emploi. Une formation complémentaire courte, mais intense, devrait améliorer sensiblement la situation. Mais, là encore, l'éducation n'a guère les moyens de réagir avec rapidité, comme en témoigne l'opération lancée en faveur des jeunes par le secrétariat d'Etat à la formation professionnelle. La première circulaire touchant les bacheliers vient tout juste d'être publiée au Bulletin officiel du Ministère de l'éducation. Elle prévoit que les universités organiseront des stages de quarante semaines (mille heures) pour des chômeurs de dix-huit à vingt ans du niveau du baccalauréat.

Le contenu des formations devra tenir compte des perspectives d'emploi par secteurs. Mais en général, celles-ci pourraient comprendre trois cents heures d'enseignement "appliqué" de langue étrangère (généralement l'anglais) ; trois cent cinquante heures de techniques pratiques d'expression (rédaction de notes et de lettres, apprentissage de la machine à écrire) et de techniques "quantitatives" (mathématiques financières et comptabilité) ; trois cent cinquante heures d'information sur la vie et l'environnement de l'entreprise.

Ces enseignements seraient organisés par groupe de vingt-cinq étudiants, sauf celui de langue étrangère prévu par groupe de quinze. Les universités seront libres de choisir le mode de contrôle des connaissances mais devront organiser un contrôle de l'assiduité des stagiaires pour la délivrance de l'attestation finale. Les établissements volontaires pourront se grouper sur une même ville pour organiser des formations. Ils pourront aussi demander l'aide de l'Agence pour le développement de l'éducation permanente (ADEP). Ils auront le droit de faire appel, en plus des crédits publics, à des contributions d'entreprises, de fonds d'assurance formation ou d'associations patronales de formation professionnelle.

Le Secrétariat d'Etat escompte que les universités pourront accueillir quatre mille stagiaires en 1975.

331.6 - 053.7 (44) Le Monde, 19/III/1975 - 22-23/VI/1975 ; C.P.

FEDERAL REPUBLIC OF GERMANY : THE EDUCATION COUNCIL'S FUTURE - NO ROOM FOR A THINK-TANK ?

Strong pressure has been exerted by the Opposition Christian Democrats to drastically downgrade the prestigious but controversial think-tank, the Education Council (Bildungsrat).

Set up in 1965, the Education Council was designed as an advisory bridge for conceptual planning between the central government in Bonn and the Länder. It is uniquely transregional and independent. In mid-July the agreement setting up the council is due to run out. Two Länder, Bavaria and Baden-Württemberg, have

so far flatly refused to renew it. Others have insisted on extensive watering down of the council's sphere of influence and activity. In general, most of the Länder are unhappy about an outside body commenting on the way they run their educational affairs. What particularly worries the Opposition Länder is the consistently radical tone of the council's pronouncements.

It has been a strong champion of integrated and comprehensive schooling, has urged the academic grammar schools (Gymnasien) to teach more practical subjects and has called for much more pupil and parent participation in the running of schools. The Education Council has profoundly influenced educational discussion by its numerous publications, recommendations and reports and has been the driving force behind progress since 1965.

Its last report, a 460-page document, appeared in late June. It reviews the goals and performance of education policies since 1960 and contains a number of recommendations, in particular on how to solve the problems facing pupils when they change from one level of schooling to another. Compulsory schooling, the council recommends, should begin at the age of five at a two-year pre-school for the five- and six-year-olds, to be followed by a three-year primary school and a two-year orientation stage. Not until the age of 12, after seven years of school, would children have to choose between the various ways of continuing their education. The majority would attend a reformed secondary modern school for three more years, thus completing 10 years of compulsory education. The report also makes recommendations for reforming the marking system of the Abitur, the grammar school leaving certificate, which gives access to higher education and which should in future become more strongly centred on the options to be taken by the pupil according to his or her interests.

However, the time of high-flying plans may well be over in the Federal Republic, as in most of its neighbouring countries. The economic recession has also made cuts necessary in the education system. Moreover, devising new perspectives and giving advice to decision-makers has always been a thankless task.

By mid-July all attempts to decide whether and how to continue the tasks performed by the council had failed. A group of three, consisting of the Federal Minister of Education, the Prime Minister of the Land Schleswig-Holstein and the Mayor of Hamburg, worked out a compromise whereby five specialised committees would work under a co-ordinating committee and in close co-operation with the Educational Planning Committee of the Federation and Länder. However, this compromise was rejected at a meeting of the Länder Prime Ministers with the Federal Chancellor in mid-July. Accordingly a new compromise will have to be found to strike the balance between the legitimate interests of the political parties and the civil service, on the one hand, and the good intentions of the experts on the other.

37.014.65(430.1)

The Times Educational Supplement, 18/IV/75;
Bildung und Wissenschaft, No. 8-75. FAZ, 16/VII/75; v.M.

FEDERAL REPUBLIC OF GERMANY: SURPLUS OF TEACHERS AND ACADEMICS

Teacher shortage is beginning to be superseded by teacher surplus - this is the result of an investigation carried out and published in July by the Standing Conference of the Education Ministers of the Länder. Although the figures vary between individual Länder, types of school and subjects, the overall picture is as follows:

- Probationary service: 1,000 applicants (10% of the total number of recently graduated teachers) for grammar school and 400 applicants (2%) for primary, special and intermediate schools will have ot be rejected in the course of 1975. In 1976 figures will rise to 1,800 for grammar school applicants (16%) and to 3,000 (15%) for the other category. However, in both years there will be a shortage of applicants for vocational and technical schools.

Permanent posts : For primary, special and intermediate schools there will be a surplus of 500 qualified teachers having successfully completed their probationary service in 1975 and 10,700 in 1976. In neither year will there yet be a surplus as far as permanent posts in grammar schools and vocational/technical schools are concerned.

There are three reasons for this situation. The birth-rate has steadily declined since the middle of the sixties, falling from about one million to the present 600,000. As a result, the age groups entering the school system have become smaller. Furthermore, the number of student teachers has doubled since the mid-sixties and the teaching profession continues to attract about 20% of male and 40% of female students entering the country's colleges and universities. Finally, the growing financial constraints prevent the creation of new posts although the average class size in all types of school (except special schools) remains at about 30 pupils per class.

However, there is a general shortage of teachers of mathematics, music, sport and religion, which is expected to continue into the eighties.

Consequently, the grades obtained in final examinations are beginning to determine entry into the teaching profession and non-conformists and radicals have little chance of finding employment. Unless many more posts are created in the years to come in youth and adult education - which is very unlikely - there will be a vast pool of teachers to join the ranks of the present one million unemployed on the labour market. The Education Ministers have accordingly begun to restrict access to teacher training courses. In Hesse, for instance, the intake for the academic year 1975/76 has been fixed at 2,125 "Abiturienten" whereas in 1974/75 the number of students admitted to such courses was still 4,834.

The situation is aggravated by the fact that employment prospects for teachers and other academic staff in higher education are equally bad. The Science Council (Wissenschaftsrat) recently published the results of an investigation into the staff situation in colleges and universities. It shows that from 1960 to 1972 the average number of lecturers and professors rose at an annual rate of 12%, from 6,100 to 21,000. As a result, the age composition changed radically: In 1972, 43% of all professors were between 35 and 45 years of age and only 15% belonged to the 55-65 age group. Recruitment needs up to 1990 will therefore not exceed 2-3% or 500-700 new employments per year for the whole of the country.

Even if the previous growth in relation to expected student numbers were continued - which is improbable in the present financial situation - there would only be 1,800 new posts to be filled annually up to 1980. After 1980, when the smaller age-groups enter higher education, only 500-700 new posts per year would be needed. The Science Council therefore recommends a moderate growth to be kept constant up to 1980 and after, so that at least the most qualified can find employment in higher education.

371.12 (430.1) Press notices : v.M.

NETHERLANDS : UNIVERSITY ADMISSION REGULATIONS FOR 1975-76

We reproduce below excerpts from a document, prepared by the Dutch Education Ministry, setting out the regulations which will govern university admission for the academic year 1975-76. It will be noted that the government's proposals in this matter (cf. News-Letter 1/75) were not accepted in full by parliament.

Since the act concerning the enrolment of students came into force in September 1972, criteria for the admission of students have been drawn up yearly for those disciplines which were in need of numerus clausus regulations. These disciplines consisted of: medicine, dentistry, veterinary science, pharmacy, physical education, social geography, biology, Dutch, English and history.

In the former system of selection, those applicants with an average mark equal to or higher than 7,5 (examinations are graded from 1 to 10) were accepted automatically, whereas those with an average mark below 7,5 were subjected to a ballot.

In March 1975, a bill was presented to the Second Chamber, containing inter alia the following proposals:

- the ballot should be used as the only means of selection for admittance to university studies;
- the situation on the labour market should be accepted as a reason to allow numerus clausus in certain disciplines;
- the 1972 act should be prolonged to 1978.

During its debates, the Second Chamber rejected all these proposals. The act was prolonged to 1977; the situation on the labour market was considered too uncertain to justify such drastic measures as numerus clausus, although this was accepted as a temporary and structural necessity. Finally, the Secretary of State responsible for higher education, Dr. G. KLEIN, was forced by amendment to accept a "weighted" ballot system.

Thus the admission to studies in the academic year 1975-76 will be regulated as follows: Candidate students for those disciplines which have a very limited capacity will be classified in categories:

a. those who have obtained the required school-leaving certificate with an average higher than or equal to 8,5;

b. those with an average lower than 8,5 but higher than or equal to 8;

c. those with an average lower than 8 but higher than or equal to 7,5;

d. those with an average lower than 7,5 but higher than or equal to 7;

e. those with an average lower than 7 but higher than or equal to 6,5;

f. those with an average lower than 6,5;

g. a number of cases not covered by the categories (a)-(f), such as those for whom no average marks can be obtained; and those who were unable to start their studies in 1974, namely

h. those who started military service in 1974;

i. those who started military service in 1973.

A student will be admitted to only one of these categories, preferably to that category in which he has the greatest chance of being accepted at university.

Of the total available places in numerus clausus disciplines, a maximum of 3% will be reserved for emergencies.

Category (i) will be admitted without a ballot when the students concerned leave military service.

Categories (a)-(h) will take part in a ballot, to be held in the presence of a notary.

Foreign students will be placed, according to their average marks, in one of the categories (a) to (i). If the system of marking in their country is so different from the Dutch system as to make comparison impossible,

the applicants will be placed in category (g). However, under a bill which is at the moment under discussion, the Minister of Education may obtain authority to fix a quota for the admission of foreign students to certain disciplines.

The total number of available places per discipline, after subtraction of the number needed for the category (i) and of the above-mentioned 3%, will be divided according to the following ratio :

a: b: c: d: e: f: g: h: =
2,00: 1,50: 1,25: 1,00: 0,80: 0,67: 1,20: 1,75.

If the total number of available places in one or more categories exceeds the total number of applicants in these categories, the whole category will be admitted. For the remaining categories, the above-mentioned ratio will be maintained. By rigidly fixing the time within which applications will be accepted, the Secretary of State will endeavour to fill all existing vacancies as soon as possible.

These are the measures as accepted by the Second Chamber. The First Chamber still has to give its opinion, but amendment of a proposal by the First Chamber is not possible under the Dutch constitution.

378,141,224 (492) CCC/ESR (75) 34 ; W.F.B.

NETHERLANDS : LENGTH OF UNIVERSITY COURSES

In the face of sharp criticism from educational bodies and students, Dr. J.A. VAN KEMENADE, Minister of Education and Science and Dr. G. KLEIN, Secretary of State responsible for higher education have modified their original proposals aimed at imposing a strict time limit on university courses.

Originally, the ministers proposed that four years should be the normal length of time for completing a degree course. At present, courses are officially of six years duration, but it is not uncommon for students to spend much longer over their university studies.

The bill now proposes that faculties be allowed to apply to extend their courses by one year beyond the four originally envisaged. Such applications will be subject to scrutiny, with the minister as final arbiter.

The bill also divides a university course into two stages - a one-year propaedeutic stage and a three-year undergraduate stage leading to a doctoral examination. At the end of the propaedeutic stage a student will be advised by his faculty as regards the continuation of his studies. For each of the two stages students will be accorded an extra year in which to reach the required standard. A student not requiring a second year for the propaedeutic stage will be able to use this year at the undergraduate stage, thus giving him the possibility of five years at this level. A supplementary year may also be granted to meet special circumstances (for example, students in full-time employment, women with children to care for). Once the allotted time period used up, a student is not debarred from sitting university examinations, but is debarred from using university teaching facilities.

In certain areas (for example, medicine, pharmacy, dentistry, veterinary science and accountancy) the bill provides for postgraduate periods of study. One-year postgraduate courses may be arranged in other subject areas. Students who have shown an aptitude for scientific research will have the possibility of carrying out research work for one year after graduation, and their graduate diploma will carry mention of their research activity. A certain number of assistant researcher posts will be available. Assistant researchers will receive a salary and hold their posts for two to three years. The number of posts will be decided annually by the minister, who has indicated that there will be at least 2,000.

The government wishes to see its proposals concerning the length of university courses applied from 1978. In the case of those faculties which do not receive approval to extend their courses beyond four years a further year's delay is envisaged.

378,141,4 (492) Uitleg 420; The Times Higher Education Supplement, 18/IV/75; A.K.

NORWAY : IMPLEMENTATION OF THE UPPER SECONDARY SCHOOL ACT

When the Norwegian parliament adopted in June 1974 a law reforming the upper secondary school (cf. News-Letter 4/74), it asked the Education Ministry to give fuller information on the manner in which the law would be implemented. This request has in part been met in a 250-page report (Stortingsmelding Nr. 44, 1974-75) recently submitted to parliament by the Minister of Education, Mr. Bjartmar GJERDE.

Under the new act the present upper secondary school (gymnas) and vocational schools combine to form one school (videregaende skole). As well as courses of short duration, the new school will offer one- or two-year basic courses and one- or two-year advanced courses. Each course will constitute a whole, but the programme of studies will be organized according to a plan which follows a three-year progression.

All pupils who have completed the nine-year comprehensive school will be able to follow courses of one- to three-year duration at the new upper secondary school. It is expected that initially there will not be enough places to meet demand in which case local authorities will draw up their own admission regulations. During this initial phase a certain number of places will be earmarked for handicapped pupils.

Pupils will be free to choose their course of study, and teaching will be adapted to meet individual needs. Besides purely educational goals, the upper secondary school will aim at furthering the personal development of pupils, in particular through the democratic and social life it will offer. As the new school will be open to a broad range of pupils, the pupil aims and interests to be catered for will be much more varied than in a selective school. There will in consequence be division of pupils within subject areas.

It will be possible to combine vocational and general education, and to return to the upper secondary school after a period of active employment. Qualification levels in vocational areas will be established in co-operation with the competent vocational organizations. It being the intention of the Ministry of Education to raise the number of pupils reaching university entrance standard, pupils choosing vocational courses will not see their access to higher education cut off by this choice.

The upper secondary school act envisages the creation of a council to assist the Ministry with matters pertaining to the new school. The eleven-member council will represent a broad range of interests including pupils, teachers, school authorities, the comprehensive school, higher education, employers and employment agencies, and it will have competence in such areas as curricula, teaching aids, school building, further training of teachers.

It was originally envisaged that the appointment of teachers would become the responsibility of regional school administrations, but parliament wanted the Ministry of Education to retain this responsibility. It is now proposed that the right to appoint teachers be transferred to the regional school administrations as from August 1st 1977, the Ministry retaining for a further year the right to appoint school principals and inspectors. A bill on the legal status of teachers is expected shortly. It will contain proposals relating to conditions of service and tenure of appointment.

The act will come into force on January 1st 1976, but local authorities, which along with the schools themselves will be given greater power in decision-making than hitherto, may, if amenities allow, apply the new structure from August 1st 1975. It is envisaged that there will not be much difficulty for the vocational schools to comply with the new act. In the case of the gymnas, the reform will be implemented gradually and be fully operative by August 1st 1979.

The government proposals were generally welcomed in parliament. Only on one point was there strong opposition - the decision to reduce by 25% the time allotted to the teaching of Norwegian. The reaction of teachers and pupils, especially those in the present upper secondary school, has been critical. About 100,000 pupils went on strike for a day, and certain teachers stopped work for an hour to protest at what they felt to be a lack of resources allocated for the new school.

37.014.3 : 37 .5 (481) Stortingsmelding Nr. 44 (1974-75); Aftenposten, May/June 1975; B.P.

SUISSE : SEPT THESES SUR LES PROBLEMES ACTUELS DE L'ECOLE ET DE L'INSTRUCTION

1. Dans le secteur de l'instruction, l'euphorie des années soixante a fait place aujourd'hui à une sorte d'hostilité. Pour beaucoup de personnes, le droit au travail est bien plus important que le droit à l'instruction.

2. Le fédéralisme (il serait plus juste de parler de cantonalisme) semble avoir gardé toute sa force dans le domaine de la souveraineté en matière scolaire et fiscale. L'idée-force de la coordination a beaucoup perdu de son attrait, preuve en est le rejet de l'article constitutionnel sur l'enseignement.

3. Les caisses de la Confédération et des cantons sont vides: dès lors, ni l'une ni les autres ne disposent, pour l'instruction et la scolarisation, des mêmes moyens financiers que par le passé. Le résultat en est que les expériences et les réformes scolaires se heurtent à des difficultés croissantes.

4. Le nombre des naissances est en recul. Les pouvoirs publics en tirent argument pour hésiter devant de nouveaux investissements. De même, on ne veut pas diminuer maintenant les effectifs des classes, puisqu'ils diminueront de toute façon au cours des dix prochaines années.

5. Les "solutions-miracles" de l'étranger n'ont pas fait la preuve de leur efficacité; parfois même, elles ont engendré des difficultés nouvelles (chômage des universitaires). Cette constation renforce notre tendance helvétique à l'immobilisme.

6. Après de longues années caractérisées par le manque d'enseignants, les apparences semblent indiquer qu'on se dirige vers une période de pléthore. La valeur de l'enseignant "sur le marché" s'en trouve diminuée, et on voit çà et là l'éveil de résistances, jusque là contenues, à l'encontre d'une catégorie professionnelle que l'on croit privilégiée. De nouvelles revendications professionnelles, si justifiées qu'elles puissent être par ailleurs, p.ex. le congé d'études, ne peuvent être satisfaites qu'au prix d'énormes difficultés.

7. L'évolution que le système suisse a connue ces dix ou quinze dernières années est plus variée et plus progressiste que beaucoup ne le pensent : revisions de lois, nouveaux programmes d'enseignement, nouveaux manuels, expériences scolaires, voilà, tout bien considéré, des progrès importants. Or maintenant, ce qui nous menace, c'est le risque de voir cette évolution freinée par la suite de mesures d'économie prises à mauvais escient. Les autorités et les enseignants devraient donc conjuguer leurs efforts pour éviter que cette évolution, riche de promesses, soit bloquée par des mesures à court terme, inspirées par des vues courtes.

37.014.5 (494) Eugen Egger in Schweizerische Lehrerzeitung, 1975, No. 23

SWEDEN : PARLIAMENT PASSES THE HIGHER EDUCATION REFORM BILL

In May, parliament passed the bill on the reform of higher education based on the proposals of the U68 committee and the recommendations of official committees set up to examine these proposals (cf. News-Letter 1/75). In some quarters the new legislation has been described as "the reform of the century" and as such has attracted comment in the international press, but the reform has not been without its critics in Sweden.

The main features of the new legislation are briefly :

- The bulk of university students will no longer come directly from secondary school. It is anticipated that in future 80% of university students will have had a period of active employment before taking up their studies.

- Access to university will be limited to take into account the labour market situation.

- In addition to the present five universities, university level institutions (högskolor) will be set up.

The country will be divided into six regions for administrative purposes. The higher education affairs of each region will be conducted by a council where university representatives (both staff and students) will be in a minority.

Criticism of the bill outside parliament took the form of protest movements by students and university staff. Fear was expressed lest resources be spread too thinly over the increased number of higher education institutions. Attacks were directed at what was seen as a lowering of university entrance standards and hence of standards in general. Within parliament these criticisms were again taken up by the opposition parties, and for their part the communists maintained that far from democratizing higher education the new legislation, especially on account of numerus clausus, would favour the better-off sections of the community. The ruling party, the Social Democrats, emphasised that a policy of democratization had been vigorously pursued in the compulsory school sector, but at the post-secondary level the current national situation imposed restrictions.

A new committee, the Central Organization Committee, will be set up to oversee the implementation of the reform (as from 1977). It will put forward suggestions on the areas of competence to be accorded the new Office for Universities and Colleges (Universitets- och högskoleämbetet) and will work out regulations relating to qualification, selection and admission at higher education level.

The new legislation sets the pattern for a new distinctive form of post-secondary education in which it will be the rule, rather than the exception, for active employment and study to alternate, in which there will be a considerable measure of decentralization of authority, and in which the demands of the labour market will play a preponderant role.

37.014.3 : 378 (485)

Svenska Dagbladet, April-May 1975; Le Monde de l'Education, mai 1975; Neue Zürcher Zeitung, 23/IV/1975; B.B.P.

SWEDEN : FINANCIAL SUPPORT FOR ADULT EDUCATION

Despite a doubling in enrolments during the last decade which has resulted in more than 40% of the 5.5 million Swedes aged between 20 and 65 taking part in adult education, the government is planning to give a further boost to this sector. On account of the major school reforms in the 1960s a generation gap between the under and over 30s has become apparent. It is with a view to narrowing this gap that Mr. Bertil ZACHRISSON, Minister of Education, put forward a bill on the reform of adult education organization at the beginning of April. Furthermore, it is argued that unless people are given the opportunity to catch up on their lost schooling, they will not be able to benefit from the higher educational opportunities outlined in the U68 reforms.

Currently, the main providers of adult tuition are ten educational associations, subsidized by the government and which cater for some 2.1 million people a year. Another major source of adult education is the municipalities. They lay even greater stress on tuition geared to the school curricula than do the educational associations. Other institutions catering for adult education needs include folk high schools, trade unions and correspondence schools.

Under the provisions of the bill the trade unions will be given the task of promoting tuition at work places, and for this activity they will receive a government subsidy (initially 3m Skr for the first six months of next year). The government will also give the unions an additional 2m Skr in the same period for the training of tuition canvassers. The major cost in the reform will, however, be incurred in creating new grant and loan facilities. For short-term studies there will be financial aid of 18 Skr per study hour which will be available for at least 10 and at most 35 hours during a six-month period. Short-term studies which necessitate days off work will qualify for financial aid of between 70 Skr and 90 Skr per day. Long-term study support is to consist of two types: grants on which tax is payable and loans. The amount of support will depend on the amount of income lost through study, and will vary between 90 Skr and 130 Skr per day. Adults will be entitled to receive financial support if they are housewives or have been working for four years and are to study a minimum of half a month full-time or a full month part-time per six-month period. It is estimated that between 65%

and 70% of all such aid will go to collective applications by the trade unions, with the remainder going to individual applicants.

Adult education boards are proposed for each of Sweden's 24 counties. These boards, each of which will have nine members (five of whom will be trade unionists), will decide who receives support and how funds for the promotion of adult education are to be distributed.

The provisional cost of the reforms during the first six months of 1976 is likely to be 112m Skr. This sum will be met partly by the government, partly from tuition fees and partly from employers who will have to pay 0.15% of their annual wage bill into a special adult education fund.

374.7 37.014.543.32 (485) The Times Educational Supplement 1/IV/75; B.B.P.

SWEDEN : PROPOSALS TO RESHAPE THE RESEARCH ADMINISTRATIVE STRUCTURE

At the end of April the Committee on Research Councils (Forskningsrådsutredningen), chaired by the former chancellor of the universities, Mr. N.G. ROSEN, presented its report to the Minister of Education. The report proposes a reshaping of the administrative structure regulating research work.

In a democratic society there must be no constraints on research, says the report, but researchers are dependent on the public institutions and research councils that authorize research projects and allocate resources. The Committee recommends that the individual researcher should have more influence in the research councils, which it would like to see reduced in number, and that research should be closer to the political life of the country.

To this end, the Committee recommends that each council should comprise 11 members, four of whom including the chairman would be nominated by the government from the staff of public institutions dealing with research. The other seven would be chosen by an electoral college comprising 35 members. The college would be elected by a triennial congress attended by those active in the field of research concerned. Members of the research council would serve for six years, elections for half the seats being held every third year.

The Committee on Research Councils also recommends that there be a Research Councils Commission (Forskningsrådsnämnden) comprising 13 members. The research councils would have five representatives, and the government would nominate the chairman and the seven other members. These government-nominated members would be from among elected politicians and would represent a broad political spectrum.

The Commission along with the research councils would be responsible for initiating major research projects and for allocating funds. The Commission would also have a major responsibility in the field of research conducted by popularly based associations (e.g. Arbetarnas Bildningsförbund - Workers' Educational Association).

The Committee on Research Councils is of the opinion that the administrative structure it proposes will guarantee the quality of research, and will ensure a balance between the demands of the various disciplines, and between these demands and research of importance for society at large.

167 (485) Svenska Dagbladet, 30/IV/75; B.B.P.

UNITED KINGDOM : A NEW SECRETARY OF STATE FOR EDUCATION AND SCIENCE

As a result of the political juggling which followed the referendum on whether the United Kingdom should or

should not remain a member of the European Community, Mr. Frederick MULLEY has replaced Mr. Reginald PRENTICE as Secretary of State for Education and Science. The latter has been transferred to the Ministry for Overseas Development, thus joining the list of today's leading parliamentarians who have at one time or another been responsible for the education affairs of the nation.

Mr. Mulley was born in 1918 and entered parliament in 1950. His first ministerial post came in 1964 when he was a junior minister responsible for the army. He was then in succession Minister of Aviation, Minister of State at the Foreign and Commonwealth Office, Minister of Disarmament and Minister of Transport. It is not expected that now as Secretary of State for Education and Science he will carry out any drastic revision of policy. His main preoccupation will be the effect of stringent financial measures on the sound working of the education system.

354.32(41.4) The Times Educational Supplement, 13/VI/75; W.F.B.

UNITED KINGDOM : AFTER THE OPEN UNIVERSITY THE OPEN COLLEGE

An ambitious vision of an Open College, along the lines of the Open University, was evoked by Lord CROWTHER-HUNT, Minister of State overseeing higher education, when he addressed the annual conference of the Workers' Education Association in May. He suggested that the success of the Open University encouraged a vision of an Open College for 16-19 year-olds, which would provide more education at less cost.

Whilst recognizing that implementation of the Russell Committee recommendations concerning adult education was slow coming about (cf. News-Letter 2/73), the Minister used the Committee's tribute to the Open University and its suggestion that a multi-media system of teaching should be devised to meet the needs of adult education to float the idea of an Open College which would offer non-advanced vocational and liberal study courses for young people above the age of compulsory schooling. Such an Open College could play a key part in a system of recurrent education.

The Minister stressed that in a period of financial hard times an Open College was an attractive proposition in that it might well be a way of providing more education in a more imaginative way for more people at less cost. (For Open University costs see News-Letter 3/72.) Indeed, in the autumn the Department of Education and Science is to organize a conference of all interested parties to discuss the issues involved.

37.018.43(41-4) The Times Higher Education Supplement; 16/V/75; W.F.B.

UNITED KINGDOM : DEMAND FOR INCREASED EFFICIENCY IN POST-SECONDARY EDUCATION

"It simply will not do to allow universities and polytechnics to produce whatever people they fancy or to relate the number and kind of places they provide to applicants that come forward," said Lord CROWTHER-HUNT, Minister of State overseeing higher education, speaking at a conference in May on the implications of low economic growth for higher education. "We need to be more than ever certain that the money we spend is well spent, which means in my view that we should do our best to produce the sort of educated people the nation needs."

The Minister of State went on to point out that if the student/teacher ratio in the universities were 9 : 1 instead of 8.4 : 1 as at present, there would be a saving of some £12m - £13m in staffing costs. If the ratio were 10 : 1 (as suggested in the 1972 White Paper), the saving would be about

£30m. Similarly, if it were possible by, for example, tighter timetabling to increase the effective use of accommodation by 1%, 4,500 places at a capital cost of £12.5m or more could be saved. Lord Crowther-Hunt also suggested that the time had come to encourage students to attend their local higher education institution, since a residential place now costs almost as much as a teaching place.

"We have to face up to the basic question about the balance between teaching and research," said Lord Crowther-Hunt. "At present, something like a quarter of our expenditure on universities goes into research (including the research time of university teachers) and, at present, nearly 19% of students in our universities are doing postgraduate research. We all know of postgraduates in our universities who are neither contributing to the advance of worthwhile knowledge nor even adding in any worthwhile way to their own qualifications. Does too much of our effort go into postgraduate work? Should there be a shift to undergraduate education and teaching?"

The Minister of State urged that just as it was necessary for industry to become more efficient, so too education must scrutinize costs. "It follows that the average amount of teaching done by a teacher must rise and, in so far as that is feasible, one must consider again the possibility of improving the effectiveness of that teaching." There was also scope for greater co-operation between universities and polytechnics. Efforts were needed to find out in which fields neighbouring institutions could come to a mutual arrangement whereby physical and human resources were neither squandered nor under-utilised.

The speech by Lord Crowther-Hunt, followed by a second in a similar vein to the Association of Teachers in Technical Institutions in which he suggested a fundamental shift in resources from advanced degree level work to courses for the 16 - 19 year age-group, has added another key element to the debate on what should be the role of post-secondary education in the last quarter of the 20th century, and more immediately in a period of financial difficulty. For it is above all the economic depression which has brought about the debate or, as some would prefer to describe it, the attack on university education.

The situation is, however, one from which it may be possible for universities to draw long-term profit. They are being forced to think again about their role and purpose, and to take into consideration the criticisms of their staff, their students and such outside interests as industry, business, commerce and the professions.

A decision to stay smaller and to concentrate on their traditional activities of scholarship, research and teaching will entitle them to make special claims on the national purse that such activities deserve. It will also, however, involve a continuation of the painful difficulties experienced by universities in the past year of being able to start new developments only by terminating existing activities, of reducing opportunities of promotion, of a worsening staff/student ratio and all the other "penalties" of slow growth.

A decision to expand, on the other hand, while bringing all the advantages of expansion, will inevitably swell the demand for "cheaper" university education as well as for degree courses that are "relevant to national needs". It will reduce the universities' freedom of manoeuvre and increase the tendency towards more and more intervention in the direction of university affairs by central government. It will make the universities the largest sector of a new "mass" system.

37.014.544 : 378 (41-4)

The Times Higher Education Supplement
16/V ; 23/V/75 ; W.F.B.

UNITED KINGDOM : BUYING BRITISH EDUCATION

The British Council has established a new scheme (Paid Educational Services) which could result in the United Kingdom reaping as much as £60 m over the next five years by providing education and training services particularly for rich oil producing countries. Under the scheme the British Council will act as middleman bringing together those seeking to make use of British education services and the education institutions in the United Kingdom. So far, some 30 multi-million pound projects have been planned, in particular with Saudi Arabia, Iran, Venezuela, Oman and Qatar.

A spokesman for the British Council also said that colleges of education in particular would welcome overseas students to fill the envisaged increasing number of empty places, if the students paid the full economic rate for their courses. Every level of further and higher education is likely to be involved from postgraduate level to the training of craftsmen. Full economic rates vary at present from £3,000 a year for a medicine degree course to about £800 a year for basic English teaching.

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UNITED KINGDOM : THE CHANGING ROLE OF PUBLIC LIBRARIES

Public libraries are being prompted to develop activities outside their traditional book-based field. In particular, a Department of Education and Science report ("Public libraries and cultural activities") argues that the public libraries should become major centres for cultural activities.

Those responsible for the report have placed it firmly in the context of the British structure, saying that it is time that libraries shook off their "bourgeois, middle-class image", identified as an overriding concern for the needs of "readers". It is noted, however, that libraries have not entirely neglected non-book activities and that certain do lend gramophone records, arrange concerts and exhibitions, provide accommodation for adult education groups and act as cultural information centres. The report emphasizes the importance of libraries forging close links with all local recreational and educational institutions to avoid duplication and to use resources more imaginatively. In this respect the report can be seen as complementary to that of the Russell Committee on adult education (cf. News-Letter 3/73).

According to Mr. H. JENKINS, Minister for the Arts, in view of the financial situation it is not possible for authorities to embark on ambitious schemes to expand the role of public libraries, but he is of the opinion that given imagination much could be done even on a shoestring budget to interest the two thirds of the population who do not use libraries at all. The Library Advisory Council (England) has set up a working party to investigate the ways in which libraries could make contact with those who do not make use of their services. The working party will look at the problems of those in prisons, hospital patients, the partially sighted, mothers marooned on housing estates, various ethnic groups and adult illiterates in general. As regards the latter group, a national campaign is being mounted to combat adult illiteracty, and it is emphasized that libraries have a full and active part to play in the campaign.

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